



Montana Comprehensive Assessment System

Reading

Grade level learning expectations for Grades 3, 4, 5, 6, 7, 8, 10 and Upon Graduation

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Upon Graduation
<u>Advanced</u> a) makes predictions and two or more connections between new material and previous information/experiences;	<u>Advanced</u> a) makes predictions and multiple connections between new material and previous information/experiences;	<u>Advanced</u> a) makes predictions, describes complex connections between new material and previous information/experiences;	<u>Advanced</u> a) makes predictions and articulates complex connections between new material and previous information/experiences;	<u>Advanced</u> a) makes predictions and articulates complex connections between new material and prior knowledge;	<u>Advanced</u> a) consistently makes and revises predictions and articulates complex and inferred connections between new material and prior knowledge;	<u>Advanced</u> a) makes, confirms, and revises predictions, compares & contrasts inferences, and articulates complex and inferred connections between new material and prior knowledge;	<u>Advanced</u> a) makes, confirms, and revises predictions, compares & contrasts inferences, and analyzes and evaluates causal relationships when reading;
b) identifies main ideas and supporting details and responds in a variety of creative modes;	b) summarizes main ideas and supporting details and responds in a variety of creative modes;	b) identifies inferred and stated main ideas and details and responds using a variety of modes to reading material;	b) interprets inferred and stated main ideas selects important facts and details from materials read and responds using a variety of modes to reading material;	b) interprets stated and inferred main and subordinate ideas, identifies important supporting details and responds using a variety of modes to reading material;	b) interprets and analyzes stated and inferred main and subordinate ideas, identifies important supporting details and responds using a variety of modes to reading material;	b) paraphrases accurately, and responds using a variety of modes to reading material;	b) paraphrases accurately, formulates complex arguments with supporting evidence, and responds using a variety of modes to reading material;

c) decodes unknown words beyond grade level using a variety of strategies;	c) decodes unknown words beyond grade level using a variety of strategies;	c) decodes unknown words beyond grade level and applies a variety of strategies when reading literature and content area material;	c) decodes unknown words beyond grade level and applies a variety of strategies when reading literature and content area material;	c) decodes unknown words beyond grade level and applies a variety of strategies when reading literature and content area material;	c) decodes unknown words beyond grade level and applies a variety of strategies when reading literature and content area material;	c) applies and evaluates decoding strategies to understand increasingly complex text when reading literature and content area materials;	c) applies and evaluates decoding strategies to understand increasingly complex text in a variety of subjects, modes and styles;
d) identifies many literary elements and devices in works of literature;	d) differentiates many literary elements and devices in works of literature;	d) compares and analyzes a variety of literary elements and devices;	d) compares, analyzes and interprets a variety of literary elements and devices;	d) analyzes and evaluates a variety of literary elements and devices;	d) analyzes and evaluates the effectiveness of a variety of literary elements and devices;	d) applies a variety of strategies to critically interpret, analyze, evaluate and form commentary on the literary elements, and devices, of print and nonprint material;	d) applies a variety of strategies to critically interpret, analyze, evaluate and form commentary on the language, literary elements, literary devices, and overall intent of print and nonprint material;
e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;	e) uses a rich and varied reading and listening vocabulary appropriate to grade level;

f) accurately applies, articulates, and self-monitors a variety of decoding and comprehension strategies;	f) effectively applies, articulates, and self-monitors a variety of decoding and comprehension strategies;	f) effectively applies, articulates, self-monitors a variety of decoding and comprehension strategies and evaluates reading progress;	f) effectively applies, articulates, self-monitors a variety of decoding and comprehension strategies and evaluates reading progress;	f) effectively applies, articulates, self-monitors a variety of decoding and comprehension strategies and evaluates reading progress;	f) effectively applies, articulates, self-monitors a variety of decoding and comprehension strategies and evaluates reading progress;	f) articulates and evaluates a variety of strategies used to monitor reading;	f) articulates and evaluates a variety of strategies used to monitor reading;
g) sets and meets challenging reading goals;	g) sets and meets challenging reading goals;	g) sets and meets challenging reading goals;	g) sets and meets challenging reading goals;	g) sets and meets challenging reading goals;	g) sets and meets challenging reading goals;	g) sets, evaluates and consistently meets challenging reading goals;	g) sets, evaluates and consistently meets challenging reading goals;
h) identifies a variety of purposes for reading and selects appropriate print and non-print material to meet a variety of purposes;	h) identifies a variety of purposes for reading and consistently selects appropriate print and non-print material to meet a variety of purposes;	h) identifies a variety of purposes for reading and consistently selects appropriate reading material to meet a variety of purposes;	h) identifies a variety of purposes for reading and consistently selects appropriate reading material to meet a variety of purposes;	h) consistently selects appropriate material to meet reading purposes, and defines purposes for reading;	h) consistently selects appropriate print and non-print material to meet reading purposes, and defines purposes for reading;	h) consistently selects, analyzes, and evaluates print and non-print material appropriate to a variety of reading purposes;	h) consistently selects, analyzes, and evaluates print and non-print material appropriate to a variety of reading purposes;

i) recognizes an author's point of view and some literary devices;	i) recognizes how authors compose and use literary devices for a variety of purposes;	i) recognizes how authors compose and use literary devices for a variety of purposes;	i) recognizes how authors compose and use literary devices for a variety of purposes;	i) recognizes how authors compose and use literary devices and analyze how those devices influence readers;	i) analyzes and responds to an author's point of view and purpose and identifies language and literary devices used to influence readers;	i) analyzes and evaluates evidence, logic, and language, bias used to influence readers;	i) in complex texts analyzes and evaluates evidence, logic, language, bias used to influence readers;
j) recognizes cultural differences including American Indians in various materials; and	j) recognizes cultural differences including American Indians in various materials; and	j) explains social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) explains and compares social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) explains and interprets social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) interprets and analyzes social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) critically analyzes, evaluates and interprets materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) critically analyzes, evaluates and creates materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians; and

k) compares and integrates information from several sources.	k) compares and integrates information from a variety of different sources.	k) compares and integrates information from a variety of sources to draw conclusions.	k) compares, contrasts and integrates information from a variety of print and nonprint sources to draw conclusions.	k) compares, contrasts, evaluates and integrates information from a variety of print and nonprint sources to support an argument.	k) compares, contrasts, integrates information from a variety of print/nonprint sources to persuasively argue a point of view.	k) applies reasoning skills to gather, analyze, evaluate and respond to information from a variety of sources.	k) applies advanced logic and reasoning skills to gather, analyze, synthesize, evaluate and respond to information from a variety of sources.
--	---	---	---	---	--	--	---

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Upon Graduation
<u>Proficient</u> a) makes predictions and connections between new material and previous information/experiences;	<u>Proficient</u> a) makes predictions and connections between new material and previous information/experiences;	<u>Proficient</u> a) makes predictions, describes connections between new material and previous information/experiences;	<u>Proficient</u> a) makes predictions and connections between new material and previous information/experiences;	<u>Proficient</u> a) makes predictions and connections between new material and prior knowledge;	<u>Proficient</u> a) makes predictions and connections between new material and prior knowledge;	<u>Proficient</u> a) makes and revises predictions and identifies relationships when reading;	<u>Proficient</u> a) makes and revises predictions and identifies relationships when reading;
b) identifies basic main ideas and supporting details;	b) demonstrates a basic understanding of main ideas and supporting details;	b) summarizes the main idea and details from materials read;	b) identifies inferred and stated main ideas and selects important facts and details from materials read;	b) interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the grade level;	b) interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the grade level;	b) paraphrases stated or inferred main ideas, identify some supporting evidence and responds using a variety of modes;	b) paraphrases stated or inferred main ideas, identify some supporting evidence and responds using a variety of modes;
c) decodes unknown words using a variety of strategies;	c) decodes unknown words using a variety of strategies;	c) decodes unknown words and applies a variety of strategies when reading literature and content area material;	c) decodes unknown words and applies a variety of strategies when reading literature and content area material;	c) decodes unknown words and applies a variety of strategies when reading literature and content area material;	c) decodes unknown words and applies a variety of strategies when reading literature and content area material;	c) applies decoding strategies to understand grade level text;	c) applies decoding strategies to understand grade level text;

d) identifies literary elements and devices in works of literature at grade level;	d) identifies literary elements and devices in works of literature at grade level;	d) identifies and compares literary elements and devices in works of literature at grade level;	d) identifies and compares literary elements and devices in works of literature at grade level;	d) interprets and compares literary elements and devices in works of literature at grade level;	d) interprets and analyzes literary elements and devices in works of literature at grade level;	d) applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and nonprinting material;	d) applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and nonprinting material;
e) uses a substantial reading and listening vocabulary appropriate to grade level;	e) uses a substantial reading and listening vocabulary appropriate to grade level;	e) uses a substantial reading and listening vocabulary appropriate to grade level;	e) uses a substantial reading and listening vocabulary appropriate to grade level;	e) uses a substantial reading and listening vocabulary appropriate to grade level;	e) uses a substantial reading and listening vocabulary appropriate to grade level;	e) uses a reading and listening vocabulary appropriate to grade level;	e) uses a reading and listening vocabulary appropriate to grade level;
f) applies, articulates, and self-monitors decoding and comprehension strategies;	f) applies, articulates, and self-monitors decoding and comprehension strategies;	f) applies, articulates, self-monitors decoding and comprehension strategies and evaluates reading progress;	f) applies, articulates, self-monitors decoding and comprehension strategies and evaluates reading progress;	f) applies, articulates, self-monitors decoding and comprehension strategies and evaluates reading progress;	f) applies, articulates, self-monitors decoding and comprehension strategies and evaluates reading progress;	f) articulates and evaluates the strategies used to monitor reading;	f) articulates and evaluates the strategies used to monitor reading;

g) sets appropriate reading goals;	g) sets appropriate reading goals;	g) sets and meets reading goals;	g) sets and meets reading goals;	g) sets and meets reading goals;	g) sets and meets reading goals;	g) sets, evaluates and often meets reading goals;	g) sets, evaluates and often meets reading goals;
h) identifies a variety of purposes for reading and selects appropriate print and non-print material to meet a variety of purposes;	h) identifies a variety of purposes for reading and selects appropriate print and non-print material to meet a variety of purposes;	h) identifies a variety of purposes for reading and selects appropriate reading material to meet a variety of purposes;	h) identifies a variety of purposes for reading and selects appropriate reading material to meet a variety of purposes;	h) selects appropriate material to meet reading purposes, and defines purposes for reading;	h) selects appropriate print and non-print material to meet reading purposes, and defines purposes for reading;	h) selects, print and non-print material appropriate to a variety of reading purposes, and analyzes and evaluates materials;	h) selects, print and non-print material appropriate to a variety of reading purposes, and analyzes and evaluates materials;
i) recognizes an author's point of view;	i) recognizes an author's point of view;	i) recognizes an author's point of view, purpose, and literary devices;	i) recognizes an author's point of view and purpose and identifies some literary devices that authors use in composing text;	i) recognizes an author's point of view and purpose and identifies some literary devices that authors use to influence readers;	i) recognizes an author's point of view and purpose and identifies language and literary devices used to influence readers;	i) analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers;	i) analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers;

j) recognizes cultural differences including American Indians in various materials; and	j) recognizes cultural differences including American Indians in various materials; and	j) identifies social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) identifies social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) identifies and compares social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) identifies and interprets social responsibilities and cultural perspectives of diverse populations including American Indians in various materials; and	j) analyzes, evaluates and creates materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) analyzes, evaluates and creates materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians; and
k) compares and integrates information from two sources.	k) compares and integrates information from more than two sources.	k) compares and integrates information from a variety of sources.	k) compares and integrates information from a variety of print and nonprinting sources.	k) compares, contrasts, and integrates information from a variety of print and nonprinting sources.	k) compares, contrasts, integrates information from a variety of print/nonprinting sources to defend a point of view.	k) logically gathers, analyzes, synthesizes and responds to information from a variety of sources.	k) logically gathers, analyzes, synthesizes and responds to information from a variety of sources.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Upon Graduation
<u>Nearing Proficient</u> a) makes obvious predictions and simple connections between new material and previous information/experiences;	<u>Nearing Proficient</u> a) makes obvious predictions and simple connections between new material and previous information/experiences;	<u>Nearing Proficient</u> a) makes obvious predictions and simple connections between new material and prior knowledge;	<u>Nearing Proficient</u> a) makes obvious predictions and simple connections between new material and prior knowledge;	<u>Nearing Proficient</u> a) makes obvious predictions and simple connections between new material and prior knowledge;	<u>Nearing Proficient</u> a) makes obvious predictions and simple connections between new material and prior knowledge;	<u>Nearing Proficient</u> a) makes and revises predictions and identifies relationships when reading;	<u>Nearing Proficient</u> a) makes and revises predictions and identifies relationships when reading;
b) identifies a main idea and some supporting details;	b) demonstrates a basic understanding of the main idea and some supporting details;	b) explains the main idea and identifies some supporting details from materials read;	b) summarizes the main idea and important supporting details from materials read;	b) interprets stated main ideas and identifies important supporting details when reading material nearing grade level;	b) interprets stated main ideas, often identifies inferred main ideas and identifies important supporting details when reading material nearing grade level;	b) usually paraphrases stated or inferred main ideas, identify some supporting evidence and responds. using a variety of modes;	b) usually paraphrases stated or inferred main ideas, identify some supporting evidence and responds. using a variety of modes;
c) decodes some unknown words using a limited variety of strategies;	c) decodes some unknown words using a few strategies;	c) decodes unknown words and applies a few strategies when reading;	c) decodes unknown words and applies a few strategies when reading literature and content area material;	c) decodes unknown words and applies a few strategies when reading literature and content area material;	c) decodes unknown words and applies some strategies when reading literature and content area material;	c) applies decoding strategies to understand grade level text;	c) applies decoding strategies to understand grade level text;

d) identifies literary elements in works of literature;	d) identifies literary elements and some devices in works of literature;	d) identifies and compares two literary elements and devices;	d) identifies and compares a some literary elements and devices;	d) identifies and compares literary elements and devices;	d) interprets and compares literary elements and devices;	d) applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and nonprinting material;	d) applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and nonprinting material;
e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;	e) uses a reading and listening vocabulary approaching grade level;
f) generally applies, articulates, and self-monitors decoding and comprehension strategies;	f) usually applies, articulates, and self-monitors decoding and comprehension strategies;	f) usually applies, articulates, and self-monitors decoding and comprehension strategies; and often evaluates reading progress;	f) usually applies, articulates, and self-monitors decoding and comprehension strategies; and often evaluates reading progress;	f) usually applies, articulates, and self-monitors decoding and comprehension strategies; and often evaluates reading progress;	f) usually applies, articulates, and self-monitors decoding and comprehension strategies; and often evaluates reading progress;	f) usually articulates and evaluates the strategies used to monitor reading;	f) usually articulates and evaluates the strategies used to monitor reading;
g) often sets appropriate reading goals;	g) often sets appropriate reading goals;	g) sets and often meets reading goals;	g) sets and often meets reading goals;	g) sets and often meets reading goals;	g) sets and often meets reading goals;	g) sets, evaluates and often meets reading goals;	g) sets, evaluates and often meets reading goals;

h) identifies a few purposes for reading and selects with assistance appropriate print and non-print material to meet a variety of purposes;	h) identifies some purposes for reading and selects with assistance appropriate print and non-print material to meet a variety of purposes;	h) identifies several purposes for reading and often selects appropriate reading material to meet a variety of purposes;	h) identifies several purposes for reading and often selects appropriate reading material to meet a variety of purposes;	h) often selects appropriate material to meet reading purposes, and usually defines purposes for reading;	h) often selects appropriate print and non-print material to meet reading purposes, and usually defines purposes for reading;	h) usually selects, print and non-print material appropriate to a variety of reading purposes, and sometimes analyze and evaluate materials with assistance;	h) usually selects, print and non-print material appropriate to a variety of reading purposes, and sometimes analyze and evaluate materials with assistance;
i) sometimes recognizes an author's point of view;	i) generally recognizes an author's point of view;	i) occasionally recognizes an author's point of view, purpose, and literary devices;	i) occasionally recognizes an author's point of view and purpose and identifies some literary devices that authors use in composing text;	i) occasionally recognizes an author's point of view and purpose and identifies some literary devices that authors use to influence readers;	i) often recognizes an author's point of view and purpose and identifies language and literary devices used to influence readers;	i) sometimes analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers;	i) sometimes analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers;

j) sometimes recognizes cultural differences including American Indians in various materials; and	j) sometimes recognizes cultural differences including American Indians in various materials; and	j) using various materials, often identifies cultural perspectives of diverse populations including American Indians; and	j) using various materials, often identifies social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) using various materials, identifies and sometimes compares social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) using various materials, identifies and sometimes interprets social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) sometimes analyzes, evaluates and creates materials which demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) sometimes analyzes, evaluates and creates materials which demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians; and
k) sometimes compares information from two sources.	k) compares and integrates with assistance information from more than two sources.	k) compares and integrates information from a few sources.	k) compares and integrates information from a few print and nonprinting sources.	k) compares, contrasts, and integrates information from a few of print and nonprinting sources.	k) compares, contrasts, integrates information from a few print/nonprinting sources to support a position.	k) sometimes logically gathers, analyzes, synthesizes and responds to information from a variety of sources.	k) sometimes logically gathers, analyzes, synthesizes and responds to information from a variety of sources.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Upon Graduation
<u>Novice</u> a) sometimes makes obvious predictions and simple connections between new material and previous information/experiences;	<u>Novice</u> a) sometimes makes obvious predictions and simple connections between new material and previous information/experiences;	<u>Novice</u> a) usually makes obvious predictions and simple connections between new material and prior knowledge;	<u>Novice</u> a) usually makes obvious predictions and simple connections between new material and prior knowledge;	<u>Novice</u> a) usually makes obvious predictions and simple connections between new material and prior knowledge;	<u>Novice</u> a) usually makes obvious predictions and simple connections between new material and prior knowledge;	<u>Novice</u> a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;	<u>Novice</u> a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;
b) usually identifies a main idea and a few supporting details;	b) usually identifies a main idea and a few supporting details;	b) demonstrates an understanding of the main idea and some supporting details from materials read;	b) explains the main idea and identifies some supporting details from materials read;	b) summarizes the main ideas and identifies important supporting details when reading material on their reading level;	b) interprets stated main ideas and identifies important supporting details when reading material on their reading level;	b) sometimes paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;	b) sometimes paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;

c) decodes some unknown words using a one or two strategies;	c) decodes some unknown words using a one or two strategies;	d) usually decodes unknown words and applies a few strategies when reading;	c) usually decodes unknown words and applies a few strategies when reading;	c) usually decodes unknown words and applies a few strategies when reading literature and content area material;	c) usually decodes unknown words and applies some strategies when reading literature and content area material;	c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprinting material with limited success;	c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprinting material with limited success;
d) sometimes identifies literary elements in works of literature;	e) identifies literary elements in works of literature;	f) identifies literary elements and some devices;	d) identifies and compares a few literary elements and devices;	d) identifies and compares some literary elements and devices;	d) identifies and compares literary elements and devices;	d) uses a reading vocabulary below twelfth-grade level;	d) uses a reading vocabulary below twelfth-grade level;
e) uses a limited reading and listening vocabulary approaching grade level;	g) uses a limited reading and listening vocabulary approaching grade level;	h) uses a limited reading and listening vocabulary approaching grade level;	e) uses a limited reading and listening vocabulary approaching grade level;	e) uses a limited reading and listening vocabulary approaching grade level;	e) uses a limited reading and listening vocabulary approaching grade level;	e) sometimes monitors his/her own reading progress;	e) sometimes monitors his/her own reading progress;

f) sometimes applies, articulates, and self-monitors decoding and comprehension strategies;	i) generally applies, articulates, and self-monitors decoding and comprehension strategies;	j) generally applies, articulates, and self-monitors decoding and comprehension strategies; and sometimes evaluates reading progress;	f) generally applies, articulates, and self-monitors decoding and comprehension strategies; and sometimes evaluates reading progress;	f) generally applies, articulates, and self-monitors decoding and comprehension strategies; and sometimes evaluates reading progress;	f) generally applies, articulates, and self-monitors decoding and comprehension strategies; and sometimes evaluates reading progress;	f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes;	f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes;
g) sometimes sets appropriate reading goals;	k) sometimes sets appropriate reading goals;	l) sometimes sets and meets reading goals;	g) sometimes sets and meets reading goals;	g) sometimes sets and meets reading goals;	g) sometimes sets and meets reading goals;	g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources;	g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources;
h) identifies a purpose for reading and selects with assistance appropriate print and non-print material to meet a variety of purposes;	m) identifies a few purposes for reading and selects with assistance appropriate print and non-print material to meet a variety of purposes;	n) identifies a few purposes for reading and sometimes selects appropriate reading material to meet a variety of purposes;	h) identifies a few purposes for reading and sometimes selects appropriate reading material to meet a variety of purposes;	h) sometimes selects appropriate material to meet reading purposes, and sometimes defines purposes for reading;	h) sometimes selects appropriate print and non-print material to meet reading purposes, and sometimes defines purposes for reading;	h) sometimes selects appropriate print and non-print material to meet reading purposes, and sometimes defines purposes for reading;	h) sometimes selects appropriate print and non-print material to meet reading purposes, and sometimes defines purposes for reading;

i) occasionally recognizes an author's point of view;	o) sometimes recognizes an author's point of view;	p) occasionally recognizes an author's point of view and a few literary devices;	i) occasionally recognizes an author's point of view and identifies a few literary devices that authors use in composing text;	i) occasionally recognizes an author's point of view and identifies some literary devices that authors use to influence readers;	i) sometimes recognizes an author's point of view and purpose and identifies some language and literary devices used to influence readers;	i) sometimes recognizes an author's point of view and purpose and identifies some language and literary devices used to influence readers;	i) sometimes recognizes an author's point of view and purpose and identifies some language and literary devices used to influence readers;
j) occasionally recognizes cultural differences including American Indians in various materials; and	q) occasionally recognizes cultural differences including American Indians in various materials; and	r) with assistance identifies cultural perspectives of diverse populations including American Indians; and	j) using various materials, sometimes identifies social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) using various materials, identifies and occasionally compares social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) using various materials, identifies and occasionally interprets social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) using various materials, identifies and occasionally interprets social responsibilities and cultural perspectives of diverse populations including American Indians; and	j) using various materials, identifies and occasionally interprets social responsibilities and cultural perspectives of diverse populations including American Indians; and
k) compares, with assistance, information from two sources.	s) compares information from two sources.	t) compares and integrates information from a two sources.	k) compares and contrasts information from a two print and nonprint sources.	k) compares, contrasts, and integrates information from a two print and nonprint sources.	k) compares, contrasts, integrates information from a few print/nonprint sources.	k) compares, contrasts, integrates information from a few print/nonprint sources.	k) compares, contrasts, integrates information from a few print/nonprint sources.